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ABSTRACT

This is the fifth unit in a series that introduces population concepts into the eighth grade American history curriculum. (See SO 013 782 for an overview of the guide.) In Episode V, the history topic is westward movement, Civil War, and Reconstruction. Objectives are to help the student to (1) examine the westward migration in terms of its effect on the population distribution and the population composition of the United States during the nineteenth century; (2) scrutinize the impact of rapid population growth and technological innovations in the West and examine the impact that population growth and technological innovation may have had on resources available in the Plains; (3) survey the socioeconomic effects of rapid population growth by an agricultural group of people in an area previously settled by a less nomadic group; (4) review the distribution of the Blacks after the Civil War and the role they played in westward migrations; and (5) evaluate student learning and reinforce conceptual understanding of population change in the West of the nineteenth century. Activities include involving students in reading and discussing materials, developing a bar graph of the age composition of the U.S. population in 1850 for three regions, completing questionnaires on their personal migration, and tracing the Sioux's lifestyle prior to the westward movement. (NE)

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RESOURCE MATERIAL DEVELOPMENT: POPULATION DYNAMICS IN EIGHTH GRADE AMERICAN HISTORY

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Episode V
Changing the West Through Migration

Florida State University
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INTRODUCTION

The eight multi-media units of which Changing the West Through Migration is a part are designed to help the teacher introduce population concepts into the school curriculum. To assist the teacher in this task an "infusion" approach is used, (i.e., the units are introduced into the curriculum in conjunction with a related regular topic in the school-adopted program). The school-adopted program, in this instance, is American History, and an attempt is made to correlate history topics with population topics. The chart on the following page shows the exact correlations for all eight units. Although points of entry are suggested, it is expected that the teacher will make his own judgement as to when is the most propitious time to introduce each unit or population episode. Certainly, depending on how the teacher organizes his course, he may change the sequence of topics, or decide to concentrate and spend time on only a few episodes. Thus, he may decide to spend more than a week on the chosen topic and engage the class in extended activities.

There are two basic assumptions that underlie this series: (1) Since everyone is a population actor, (i.e., decisions are made everyday on such issues as where to buy a new home, how large a family to have, where to go on a vacation, or how to vote on a local zoning ordinance), we all need to understand population phenomena, and, (2) Since we consider population education to be a rational rather than an emotional process, we stress that population concepts are best taught in an inquiry framework where the causes and consequences of population changes are understood

and where alternatives are offered and the reasons or grounds for holding them are carefully presented and examined. Therefore, we have consistently rejected the use of propaganda or indoctrination in teaching and learning population matters.

More specifically, the Program aims at having students participate in the process of inquiry into the nature of human populations and the natural and human consequences of demographic change. Our main goal is to help the teacher and the students make rational decisions about population matters as members of their family and local community, as well as national and world communities, utilizing appropriate information sources and inquiry skills.

RESOURCE MATERIAL DEVELOPMENT
POPULATION DYNAMICS IN EIGHT GRADE AMERICAN HISTORY

	HISTORY TOPICS	POPULATION TOPICS
I.	European Exploration of the New World	Early Stages of the Demographic Transition; Components of Population Change
II.	European Colonization of the New World	Population distribution and Settlement patterns; population characteristics of settlers.
III.	The Late Colonial Period	Comparisons of factors affecting population size between the English and the colonists; effects of high birth rates on population growth in the colonies.
IV.	Union Under the Constitution	Taking a population census under Article I; comparisons made between the census of 1790 and 1970.
V.	Westward Movement, Civil War and Reconstruction	The Changing Regional Balance of the Population; black migration from the south; westward migration
VI.	The Rise of the Cities and Industrialization	Rural/urban differentials in the population; industrialization and the urbanization of America.
VII.	America Becomes a World Power	Immigration as a Component of Population Change
VIII.	United States and World Affairs	The United States in the third stage of the demographic transition; the infusion of technology into developing countries and its effect on population growth.

ORGANIZATION OF THE UNIT

Each unit is divided into two sections — a teacher manual (TM) and a student manual (SM). The teacher manual includes the following:

Evaluation: This is an evaluation form which the teacher can use to measure the student's progress in learning about population matters and issues. The same instrument may be used before and following instruction as pretests and posttests. It is expected that the results of the tests will be used by the teacher to improve instruction. (See separate test booklet).

Goal: This is a statement of what the unit seeks to accomplish in a broad sense.

Objectives: These are specific statements expressed in behavioral terms as to what the unit and its component parts seek to achieve. The objectives, stated in terms of student behaviors, include both population content and inquiry process statements.

Hypotheses: These are potential statements of relationships which seek to explain population phenomena (e.g., relationships among population components — mortality, fertility, migration — or relationships between changes in population and changes in the socio-political world). WHile these hypotheses may serve as a broad framework for the pattern of questions and the classroom discussion they are not intended to be used in their present form. As part of the program they are intended primarily for teacher use. Students should

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be encouraged to exercise their own judgement about the material and should generate their own hypotheses or generalizations, using their own words and expressions. One important thing to remember here is that forming a hypothesis is the beginning, not the end, of inquiring into population matters.

Background Information: Here the unit provides additional information to the teacher; (i.e., beyond what is available in the student manual). This section would be very important if the topic is complicated or quite new to the teacher and the class.

Materials and Equipment Needed: Student materials are organized around springboards. A springboard is a motivating and thought-provoking material which is used to open up discussion on a topic. Springboards can be produced in several forms including documents, poems, newspaper articles, artifacts, music, or audio-visuals. All the materials furnished in the student packet are normally listed here, as well as other resources and equipment required for a class session.

Procedures: This section provides instructions as to how the materials can be used. This section also includes a list of "What Will You Find Out?" and "What Do You Think?" questions that should be used in class. As was the case with the hypotheses, however, these questions should not be thought of as absolutes. Questions should be modified or new

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questions should be added, if necessary, but these changes should be kept to a minimum.

The student manual includes all the springboards which are prepared for classroom use. These materials are the colored pages in this manual, and in most cases should be made available in multiple copies. Each student is expected to have one complete set. In other cases, especially when audio-visuals are used, there is only one set for the entire class.

Each student springboard is marked according to the unit it belongs to. For example, SM-IV-1 means that the springboard is part of Unit IV and that is designed for Day 1. Each unit is divided into five-day segments, normally one class period a day. This does not mean that the teacher may not use the materials for extended periods of time. Rather than thinking of a fixed five-day framework, the teacher should think of a flexible use of materials which is in line with the overall instructional objectives.

For the teacher who wants to get additional information and suggestions on teaching population concepts through inquiry the following references might be useful:

Massialas, Byron G., and Jack Zevin, Creative Encounters in the Classroom: Teaching and Learning through Discovery, New York: John Wiley & Sons, 1967. Provides examples on inquiry teaching and learning and an exercise on classroom use of population charts.

Massialas, Byron G., Nancy F. Sprague, and Joseph B. Hurst, Social Issues through Inquiry: Coping in an Age of Crises, Englewood Cliffs,

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New Jersey: Prentice-Hall, Inc., 1975. Practical examples for teachers in dealing reflectively with social concerns in the classroom.

Nam, Charles B., ed., Population and Society, Boston: Houghton Mifflin, 1968. An anthology dealing with substantive population topics.

Options: A Study Guide to Population and the American Future, Washington, D. C.: Population Reference Bureau, 1973. Suggestions for teachers for introducing population ideas in the classroom. Related to the Commission Report and film on "Population Growth and the American Future."

Social Education, special issue on "Population Education," Vol. 36, No. 4 (April, 1972).

The study of population is not only important but it can be fun. We trust that you will try to teach and learn population concepts in this spirit and that our students will join us.

TM-V-1

GOAL:

To examine the westward migration in terms of its effect on the population distribution and the population composition of the United States during the 19th century.

OBJECTIVES:

1. The student will develop an understanding of the concepts population distribution and population composition.
2. The student will analyze data on the population composition of the United States in 1850 to describe what types of people were most likely to migrate.
3. The student will form hypotheses explaining the relationship between population distribution and migration patterns.
4. The student will form hypotheses to explain the relationship between the male-female ratio of a country and its birth rate.
5. The students will describe their own migratory pattern and will attempt to predict their future mobility.

HYPOTHESES:

1. If a period of rapid migration takes place within a country, it may alter the population distribution in that country.
2. If a period of rapid migration takes place within a country, it may alter the population composition of that country.
3. If a previously unpopulated area is settled, the people who migrate to that area may be people who are the most mobile in a society.
4. If an area has considerably more males than females, then the birth rate may be low.

BACKGROUND INFORMATION:

Today's lesson focuses on the people that moved west during the 1850's and the effect the migration had on the population composition and distribution. The distribution of the population from 1840-1860 gives the students an opportunity to examine the exact demographic

location of the United States population during that time period. Since the concept of population composition includes varied personal, social, and economic characteristics of the population, this episode utilizes only the factors of the age composition and the sex composition of the United States in 1850. During the nineteenth century the American population migrated westward in increasingly large numbers. At first, people who moved west were the most mobile members of the society (e.g., young males). Today's lesson will focus on the effects of this migration on the population composition and birth rate in the western area.

MATERIALS AND EQUIPMENT NEEDED:

..Class copies of Springboard #1 (U. S. Population Distribution)
..Class copies of Springboard #2 (Age Composition of the U. S. Population)
..Class copies of Springboard #3 (Your Migration, Past, Present and Future)
..Transparency of sex ratios

PROCEDURES:

I. Each student should be given a copy of Springboard #1 (U. S. population Distribution). The teacher should ask the students what "distribution" means. If the students are not familiar with the term, the teacher should explain that distribution refers to the way in which things are spread out, or for our purposes, the location of people in a specific area at a certain time. The teacher should ask a few questions to ensure that the students are able to read the graph. The following questions may serve as a basis for discussing the graph.

WHAT WILL YOU FIND OUT?

1. What percent of the total population in the U. S. was in the south in 1840? west? northeast?

2. What percent of the total population was in the south in 1860? west? north?

3. Which area lost the most population between 1840 and 1860?

4. Which area gained the most population between 1840 and 1860?

WHAT DO YOU THINK?

1. Why do you think so many Americans were moving west during this period? (Possible answers could be gold, silver, adventure and free land.) Are these similar to the reasons why people came to the New World in the 1600's? Explain.

2. What groups of people do you think would be going west? (Possible answers could be young people and males.) Why would these be the ones most likely to go?

3. Were these the same types of people that came to the colonies from England? Why or why not?

4. What do you think were some of the problems people would have going west? How did the railroad change this?

5. Would it be hard to make a decision to go to a new place? Why or why not? How would you make this decision today?

6. What might happen in the north and south if large numbers of people left those areas to move west?

II. This exercise looks at the population composition and the male-female ratio in the country in 1850. The students should have generated some hypotheses concerning the reasons for migration and the effect that this migration may have on the population composition in the United States. The student should be given Springboard #2 (Age Composition of the U. S. Population 1850). In this activity the students will develop a bar graph

of the age composition of the U. S. population in 1850 for three regions - the west, the northeast and the south. The students should simply transfer the population information in the lower lefthand corner of the Springboard to the large chart. It should be explained to the students that a population is "composed" of many different groups. These groups may consist of age groupings, ethnic groupings, and sex groupings or many others. In this activity we are looking at age groupings. The students may work individually or in groups to complete the bar graph. The following questions may be used to discuss the graph.

WHAT WILL YOU FIND OUT?

1. Which age groups had the largest percentage in each of the three areas?
2. Which areas had the most children 0 - 4 years of age? the least?
3. Which areas had the least number of older people (65 years and older)? the most?

WHAT DO YOU THINK?

1. Why do you suppose the west had more people in the 20 - 29 age bracket? (The discussion should focus on this being the most mobile group that could migrate.)
2. Why were there so few older people in the west? Does this surprise you?

A transparency showing the male-female ratios for each section of the country is provided. (A) For every 100 females in the northeast there were 99.4 males; (B) for every 100 females in the south there were 103.1 males; and, (C) for every 100 females in the west there were 241 males. The following questions can be used for class discussion.

WHAT DO YOU THINK?

1. Why do you think there were so few females in the west?

2. How would this lack of females affect social life in the west?

3. How might this affect the birth rate in the west? Did it? (Compare the 0 - 4 age group among the three areas shown in Springboard #2).

4. What could happen in the west to change the birth rate?

III. Thus far the students have discovered why people migrated to the west and how the population distribution and composition of the west differed from that of the south and northeast. The migration patterns of people to new areas has changed in the 20th century as shown in Episode VI. This activity gives the students an opportunity to describe the migration patterns they have followed since birth and allows them to predict their future mobility. Each student should be given a copy of the questionnaire to complete (Springboard #3). This activity may be used as homework. The following questions may be used to discuss the activity at the beginning of Day 2.

WHAT DO YOU THINK?

1. How many places have you lived? (Write on the board some of the students' responses and tabulate them). Could we say our class is a "mobile" class?

2. Why did your family decide to move in each occasion? How do your reasons compare to those of the Americans who moved west in the 19th century?

3. If your family has never moved, why hasn't it? Would you like to stay here for the rest of your life? Why or why not?

4. Do many of your relations live near to you? Do you think this is the same in all sections of the United States? Has the "family," as we know it changed in the last 100 years?

5. What are some of the places you would like to live after you finish school? Would it be easier for you to move when you are 18 than it would be to move now? at 25? at 50? Explain.

6. Are any of your families planning to move soon? Where? How do you feel about moving? How do you feel when a good friend moves away?

7. If many people in a country are moving a lot, how does this effect the country? (Emphasize the effect on the place they leave, the place they go, family relationships, etc.)

8. Do you think many Americans move? Have Americans always been a mobile people? Why or why not?

SM-V-1
Springboard #1

U. S. POPULATION DISTRIBUTION BY REGIONS, 1840-1860

Year	Total U.S. Population (does not include territories)	South		West		Northeast	
		Population	Percentage of Total Population	Population	Percentage of Total Population	Population	Percentage of Total Population
1840	17,019,641	4,749,875	27.9	4,960,580	29.1	7,309,186	42.9
1850	23,067,262	6,271,237	27.2	7,494,608	32.5	9,301,417	40.3
1860	31,183,744	7,993,531	25.6	11,796,680	37.8	11,999,533	36.5

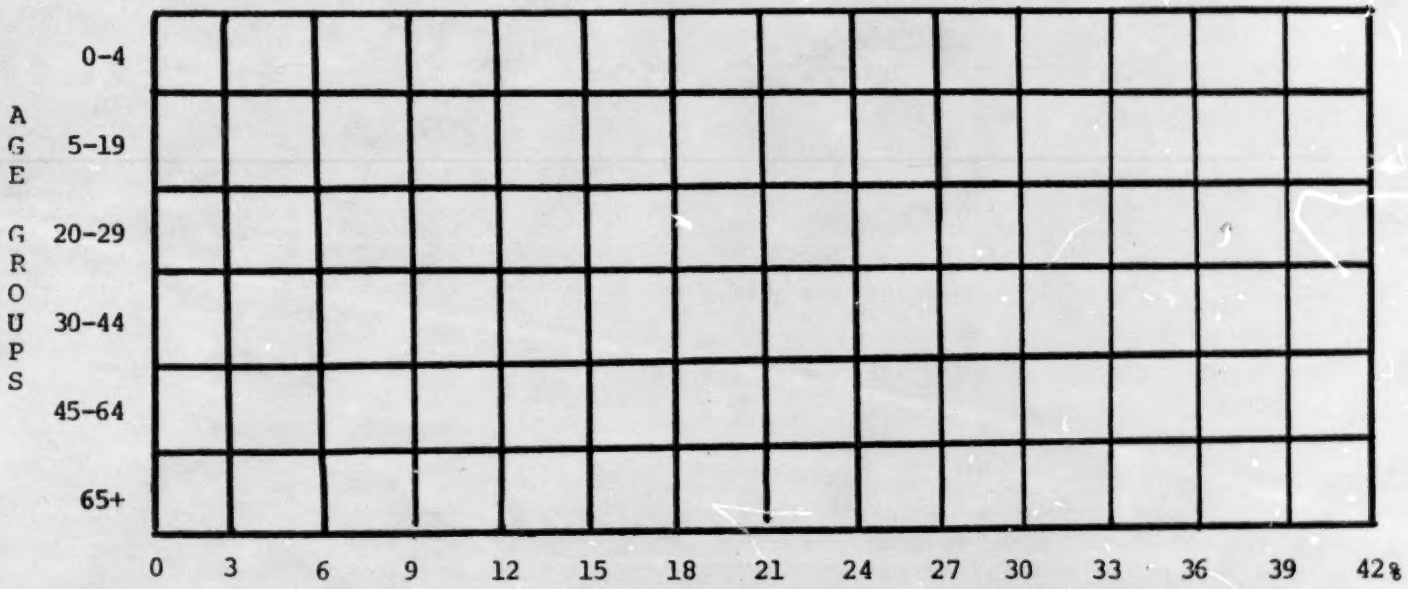
U.S. Bureau of the Census,
A Compendium of the Ninth
Census, June 1, 1870,
Washington, D.C.: Government
Printing Office, 1872. pp. 8-9

SM-V-1
Springboard #2

AGE COMPOSITION OF THE U.S. POPULATION - 1850

NORTHEAST

Percent of Population at that Age



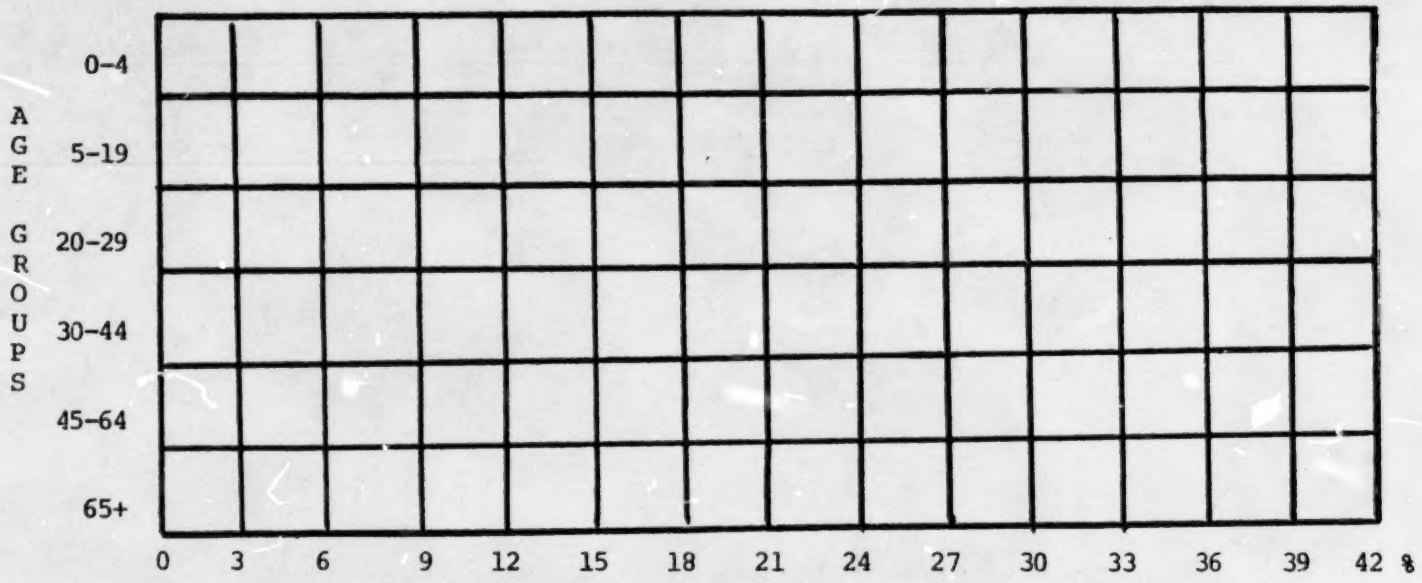
Population Information	
Years	Percentage
0-4	13.2
5-19	34.4
20-29	19.3
30-44	18.1
45-64	11.6
65+	3.4

Adapted from: Donald Bogue, The Population of the United States, p. 113.

AGE COMPOSITION OF THE U. S. POPULATION - 1850

WEST

Percent of Population at the Age



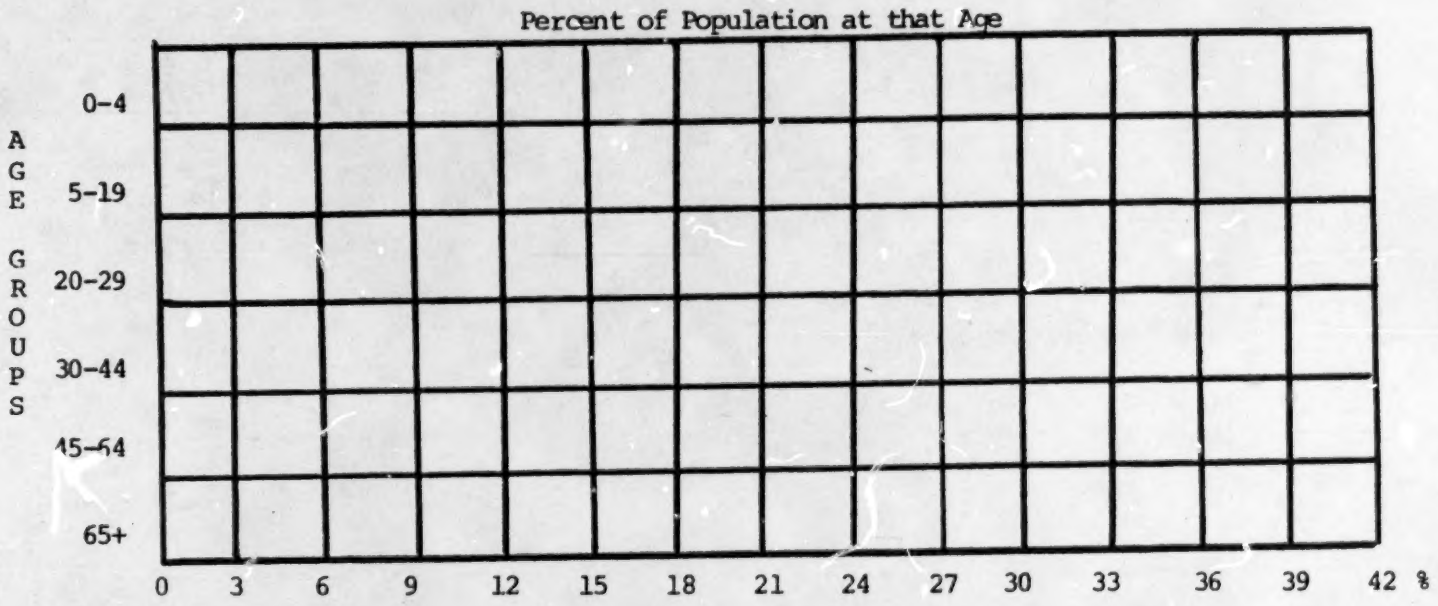
Population Information	
Years	Percentage
0-4	8.4
5-19	23.0
20-29	26.4
30-44	23.4
45-64	7.5
65+	1.2

Adapted from: Donald Bogue, The Population of the United States, p. 113.

SM-V-1
Springboard #2
Page Three

AGE COMPOSITION OF THE U.S. POPULATION - 1850

SOUTH



Population Information	
Years	Percentage
0-4	16.3
5-19	39.4
20-29	17.7
30-44	15.4
45-64	8.9
65+	2.4

Adapted from: Donald Bogue, The Population of the United States, p. 113

SM-V-1
Springboard #3

YOUR MIGRATION, PAST, PRESENT, AND FUTURE

PART A

1. Date you were born _____ _____ _____ Age: _____
   Month Day Year

2. What is your grade in school? _____

3. Where was your mother born? _____
   City State

4. Where was your father born? _____
   City State

5. Where was your best friend born? _____
   City State

PART B

1. In the following spaces, write down all the different places where you have lived, and how long you lived there.

   Start with the first address where you lived and, if you moved from there, write down other addresses in the same order as you moved to them. DO NOT include addresses where you spent vacations.

   FIRST RESIDENCE (right after you were born): Number of Years Lived There

   _____ _____
   Town State

   SECOND RESIDENCE

   _____ _____
   Town State

   Any other residences (third, fourth, etc. — up to and including your present place of residence):

   _____ _____
   Town State

RESIDENCES (continued)

Town	State	Number of Years Lived There

If you lived at more than seven addresses, please write down the others, in order, on the back of this page. Be sure to include street, town, state and the number of years you lived at each address.

2. How do you feel about the moving you have done? (If you have not moved at all, check the last item.)

_____ completely satisfied

_____ somewhat satisfied

_____ somewhat dissatisfied

_____ completely dissatisfied

_____ have not moved

PART C

1. Do you expect that your family will be moving soon? _____Yes

_____No

A. If yes, to what place? _____

B. If yes, about when? _____

2. If you were to take a full-time job after completing high school, where would you most likely be working?

_____ The same town where I now live

_____ Somewhere else in this state

_____ Elsewhere in this region (North, South, West, etc.)

_____ Outside this region

_____ Outside the United States

3. Which of the following do you agree with most of all? (Check one).

_____ I would like to live in this county or borough for the rest of my life.

_____ I would like to live in this county or borough for a few more years, but not all my life.

_____ I would like to live away from this county or borough, and return here later in my life.

_____ I would like to live away from this county or borough and not return here anytime to live.

4. Do you expect you will ever have to move somewhere because your husband or wife wants to or needs to move?

_____ Yes

_____ Maybe

_____ I doubt it

_____ No

5. From this time on, in how many different residences do you guess you will live during your lifetime?_____

6. Do you think you will <u>like</u> moving to a new place if you <u>have to</u> move?

_____ Yes, definitely

_____ Probably so

_____ Probably not

_____ No

7. Check any of the following people who have moved away from you:

_____ Your mother or father

_____ Your brother or sister

_____ Some other relative

_____ A close friend (boy or girl)

_____ A neighbor

If you checked any of the above people AND if you were very sorry when they moved away, draw a circle around your check for that person.

8. Other than parents, brothers or sisters, do any of your other relatives live in the same county where you live?

_____ Yes, many relatives live here

_____ Yes, a few relatives live here

_____ No, none of my relatives live here

9. Is there some place away form here that you would especially like to live in?

_____ Yes (Where is that? _____)

_____ No

TM-V-2

GOAL:

To examine the impact of rapid population growth and technological innovations in the west during the 19th century; and to examine the impact that population growth and technological innovation may have had on the resources (e.g., the buffalo) available in the Plains.

OBJECTIVES:

1. The student will compare the estimated number of buffalo in 1850 with 1887 and list reasons that could help explain the large decline of the buffalo.

2. The student will examine the dependency relationship between the Plains Indians and the buffalo.

3. The student will examine the population growth of an area and hypothesize about the effect this growth could have on the most abundant resource in that area.

4. The students will examine the technological innovations in an area and hypothesize about the effect this innovation could have on its most abundant resource.

HYPOTHESES:

1. If rapid population growth of an agricultural people occurs in an area where only a previously nomadic people had lived then resources that threaten the agricultural developement of that area may be eliminated.

2. If the presence of a particular resource threatens the technological innovations of an area, an attempt may be made to eliminate that resource.

3. If a particular resource provides food, shelter, fuel and clothing for a group of people, this people may be highly dependent upon this resource.

4. If a group of people are highly dependent upon a particular resource for survival and this resource is depleted or reduced then the group may be forced to change its lifestyle.

BACKGROUND INFORMATION:

As Americans moved to and settled in the Plains they came in contact with the buffalo and with Indians. Because the Plains Indians' livelihood

depended upon the food, shelter and clothing the buffalo gave them, the Indians lived a nomadic life by following these animals through the plains. Problems between the settlers and the Indians were inevitable since the settlers wanted to farm the land the buffalo and the Indians used. These problems became more severe as the settler population of the area grew. With the development of railroads even more white people came to the plains to compete with the buffalo and Indians for land. When the Union Pacific Railroad reached Cheyenne, Wyoming, it had split the buffalo country in two, forming a dividing line between the south herd and the north herd. Indiscriminate slaughter of the buffalo soon began.

MATERIALS AND EQUIPMENT NEEDED:

..Class copies of Springboard #1 (Growth of Population in Kansas)
..Class copies of Springboard #2 (The Four Great Buffalo Herds: The Great Plains - 1870)
..Class copies of Springboard #3 (Buffalo Excursion)

PROCEDURES:

This class session focuses on the effects that population growth and technological innovations had on the extinction of the buffalo in the Great Plains.

I. The teacher should give each student a copy of Springboard #1 (Growth of Population in Kansas) and Springboard #2 (The Four Great Buffalo Herds). After the students examine the springboards the teacher may use the following questions as a basis for the class discussion.

WHAT DID YOU FIND OUT?

1. Where were the buffalo herds located in 1870?

2. What buffalo herds were in Kansas in 1870?

3. What was happening to the human population in Kansas from 1860-1900?

4. How many railroads were going across the plains in 1870?

WHAT DO YOU THINK?

1. Why did the buffalo need so much territory? (The buffalo were very numerous. Each herd wandered in its area searching for food and water.)

2. What did most of the pioneers do for a living after they got to the Plains? After looking at the growth of Kansas from 1860-1900 how much land do you think they would be using? What effect would this use have on the buffalo herds?

3. How might the buffalo interfere with the railroad's operations in the Great Plains area?

4. Did the railroad men have to slaughter the buffalo? What other alternatives could the railroads have used?

The following figures should be written on the board. The student should be told that the 1851 figure is only an estimate.

1851	15,000,000 - 75,000,000 (million) buffalo
1881	1,091 buffalo

1. Why do you think the buffalo declined in such large numbers?

2. How did the Plains Indian use the buffalo before the white man came?

3. If the buffalo were all gone, what did this do to the Plains Indian?

4. Does this type of thing happen to any of our animals or other resources today? Where? Why?

II. This activity shows an example of a typical announcement of a railroad excursion trip to shoot buffalo. The teacher should give each

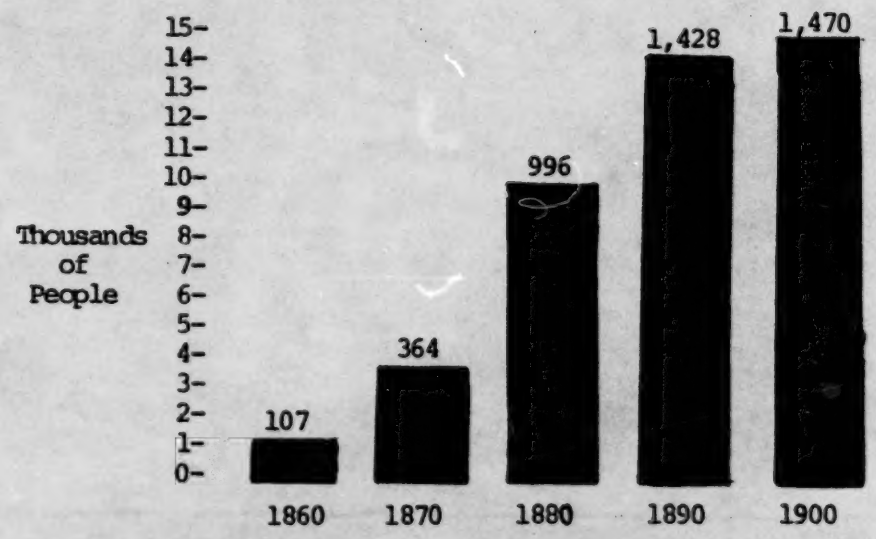
student Springboard #3 (Buffalo Excursion) to read. The following questions may serve as a basis for discussion.

WHAT DO YOU THINK?

1. What is the purpose of a trip such as this?
2. Why would the railroad offer such a trip?
3. Why would people go on such a trip?
4. Are the buffalo that are killed used for any useful purpose?
5. If many trips like this are held what might happen to the buffalo?
6. Do people today go on such trips today? When? Why?

SM-VII-2
Springboard #1

GROWTH OF POPULATION IN KANSAS (in thousands) 1860-1900



Adapted from: Henry Bragdon and Samuel McCutchen, History of A Free People, p. 421.

SM-V-2
Springboard #2

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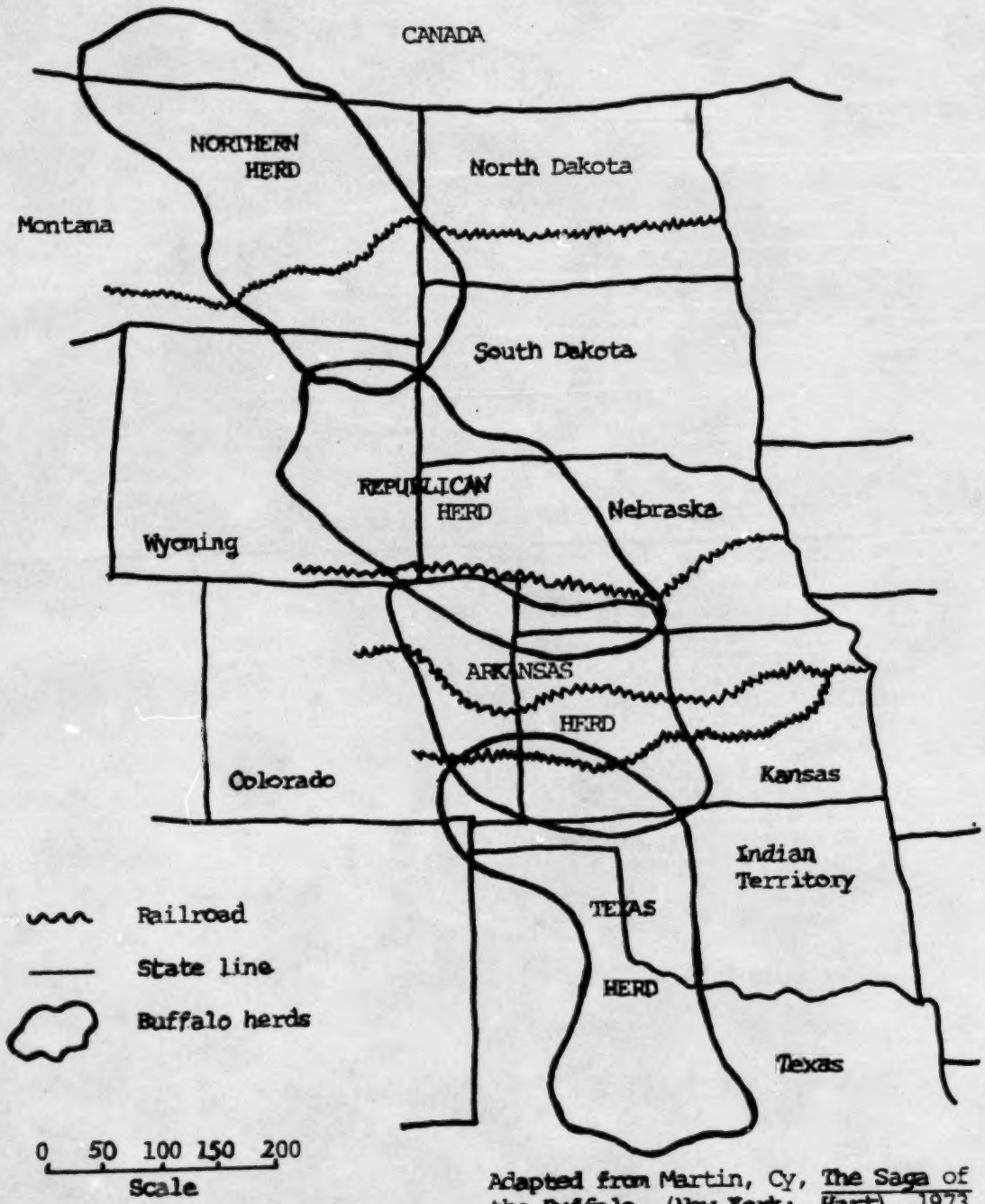
THE FOUR GREAT BUFFALO HERDS -

THE GREAT PLAINS 1870



Adapted from Martin, Cy, The Saga of the Buffalo. (New York: Hart), 1973.

SM-V-2
Springboard #3

BUFFALO EXCURSION

E X C U R S I O N

An Excursion train will leave Leavenworth, at 8 A.M. and Lawrence at 10 A.M. for

S H E R I D A N

on Tuesday, October 27, 1868, and return on Friday. This train will stop at the principal stations both going and coming. Ample time will be had for a grand Buffalo hunt.

Buffaloes are so numerous along the road that they are shot from the cars nearly every day. On our last excursion our party killed twenty buffaloes in a hunt of six hours.

All passengers can have refreshments on the cars at reasonable prices.

TICKETS OF ROUND TRIP

FROM LEAVENWORTH

$10.00

Martin, Cy, The Saga of the Buffalo. (New York: Hart), 1973. p. 75.

TM-V-3

GOAL:

To examine the socio-economic effects of rapid population growth by an agricultural group of people in an area previously settled by a less numerous nomadic group.

OBJECTIVES:

1. The student will examine the lifestyle of the Plains Indians before the white man arrived.

2. The student will investigate the interactions between the settlers and the Sioux that eventually led the United States government to give the Sioux the Black Hills as a reservation.

3. The student will examine some of the reasons that resulted in a reduction of reservation land from 1868 to 1889.

4. The student will examine current data and hypothesize about the reasons why certain groups may have a lower socio-economic status in society than others.

HYPOTHESES:

1. If a rapid population growth of an agricultural settling group occurs in an area inhabited by a less populated nomadic group, the nomadic people may become displaced.

2. If a less populous nomadic people are displaced by an agricultural people, the nomadic people may, eventually, be forced to settle on the less desirable land in the area.

3. If a nomadic people have to change their nomadic lifestyle to an agricultural lifestyle, they may not adapt to the new way of life as well as those people who have been accustomed to an agricultural lifestyle.

BACKGROUND INFORMATION:

The slaughter of the buffalo meant disaster for the Plains Indians. When the Plains Indians became aware of what was happening to the buffalo

they fought back. They put up such an amazing fight against troops sent against them that it has been estimated that each brave killed by the soldiers cost the federal government one million dollars. Since the Indians were almost entirely dependent upon the buffalo for food, shelter, clothing and fuel, they had the choice of starvation or virtual imprisonment in reservations when the herds were wiped out. Even after the Indians were put on reservations the treaties made with the federal government were often broken. This lesson focuses on the Sioux Indians and their survival in the latter part of the 19th century.

MATERIALS AND EQUIPMENT NEEDED:

..Class copies of Springboard #1 (Only the Badlands are Left).
..Cassette tape recording #V-3 of "Only the Badlands are Left".
..Class copies of Springboard#2 (Facts About American Indians Today).

PROCEDURE:

This session will focus on the effect of the rapid population growth by the pioneers on the Sioux Indians. Through a case study the students will trace the Sioux's lifestyle prior to the westward movement of the white man until the Sioux were put on reservations. As a follow up to the situation in the Plains in the 19th century a chart will be handed out that describes the condition of the American Indian today.

I. The teacher should give each student a copy of "Only the Badlands are Left", (Springboard #1), to read while listening to the tape recording of it (tape V-3). The following questions may serve as a guide for class discussion:

WHAT WILL YOU FIND OUT?

1. Where did the Sioux live before the white man came west?
2. How did the Sioux get food, clothing, tepees, bowstrings?
3. What did the white man want when he settled in the Plains?
4. What were some of the changes made by the white man?
5. Describe the Black Hills.
6. Why did the Sioux leave the Black Hills?
7. What changes did living on a reservation make in the daily schedule of the Sioux Indians?

WHAT DO YOU THINK?

1. Are there any reasons the Sioux would prefer to live in the Great Plains? Explain your answer.
2. How was the white man's lifestyle different from the Sioux? Why would there be a conflict between the white settlers and the Sioux?
3. Did the Sioux move to the reservation (Black Hills) because they wanted to move? Explain.
4. Why would on group of people force another group away from land that has belonged to the latter group?
5. Did the Sioux move to the Badlands because they wanted to move there? Explain.
6. Do you know of any groups that have been forced to move away from an area today? How are they similar to the Sioux? Explain. How are they different from the Sioux? Explain.

II. This activity provides an opportunity for the students to investigate the socio-economic status of the American Indian today. The teacher should give each student a copy of Springboard #2 (Facts About American Indians). The teacher should ask questions to ensure comprehension of the facts and compare today with the 19th century.

WHAT DO YOU THINK?

1. Why do you think most Indians still live on reservations today? Explain. Would it be difficult to move from the reservation? Why or why not?

2. If most Indians live in rural areas, what types of jobs would be available for them? Do they pay very well?

3. Why do you think unemployment would be so high among Indians? Explain.

4. What are some ways the Indians could change this financial situation? Would these changes be hard or easy for the Indian to make?

5. What types of medical facilities are available in rural areas? Why? How do you think this has affected the infant mortality and life expectancy of the American Indians today?

6. Do you think any of the Indians' present problems can be traced back to the period when the Indians were moved to reservations by the United States government? Explain.

SM-V-3
Springboard #1

ONLY THE BADLANDS ARE LEFT

Everyone was excited as the Ghost Dance finished. All the children in the tribe had come home from school for the Rites of the Ghost Keeper. They had to go back to school early in the morning. There was only one more event before the festival ended. The eldest chief stood in front of the fire. The children became quiet to hear him tell about the struggle of the Sioux Nation.

"As the Sioux Nation was influenced by the white man, many of the ways of the past were lost. Listen carefully, young braves, for I tell you of a once great nation. Someday you can return to the ways of life of your fathers. Someday we will again be free to manage our own life — we will be free of the white man.

"Only fifty years ago when I was a boy your age, it was exciting to be a Sioux. Every day was filled with mystery. Great herds of buffalo roamed the plains. We got everything we needed from the buffalo — food, clothing, housing, fuel. The hunt each spring was exciting. At twelve, a boy could join the men of the tribe and kill his first buffalo. Success in a hunt or in a battle was the quickest way for a young man to become a warrior. Since the buffalo roamed the Great Plains, we moved form place to place. Our skin tepees could be moved quickly and easily to follow the herds. Our whole tribe loved freedom and moving around.

"In the 1840's the white man came west. At first only a few men came. They found minerals and gold. Later, many other families came west looking for free land. The land they wanted was our land. The Iron Horse brought men who had different ways of living. Towns began to appear at the end of the railroad tracks. The white man had horses and did not depend on the buffalo like we did. They began shooting the buffalo so they could sell the hides. We found it harder and harder to find food as the buffalo disappeared. We tried to fight for our lands, but we could not get them back.

"In 1868 the Government of the United States made a treaty with us. They promised us land west of the Big River all the way through the Black Hills. The land was rocky and very little grew on the top of the hills. The white man did not want it. We moved there because it was our land. Since there were not enough buffalo to feed us, the government promised us food until we could learn to provide for ourselves. They promised that no white man would ever come into the Black Hills.

"The valleys in the Black Hills were beautiful. We were able to live just like we had for many years. The most beautiful part of the Black Hills was saved as Holy Ground for the Great Spirit. The white man did not come on our Reservation for ten years.

"Only ten years after we signed the treaty a terrible thing happened. A white man discovered gold in our Holy Grounds. This was a bad year for the Sioux. The buffalo were almost entirely gone and our people needed shelter, food and clothing.

"The Government made another treaty with us. They promised to help us. We would get food and homes. We did not know that the Treaty took some of our land away from us — the Black Hills. We could not read the paper treaty.

"The white man came to the Black Hills in large numbers. Everyone wanted our land and gold. We could do nothing but move to another part of our Reservation. This land was bad. The white men took the best land away from us.

We were taught to farm the land for our food. The Sioux did not like this. We liked to hunt and roam. The Army controlled many of our activities. They did not allow us to have festivals and ceremonies to our Sun God. If we broke the rules, we were put in a jail.

"The white school teacher came and taught our children of a new way of life. Children were taken away from their families and sent to school. They forgot the ways of their fathers. This made us sad.

"We could not do anything. If we refused to send our children to school, we were put in jail. If we broke the laws, the food and supplies were taken away from us. Our land was bad and our crops did not grow well. We needed the supplies.

"Last year in 1889 the settlers in the Black Hills wanted more of our land. We refused to sign another treaty with the white man. The government said they would take our supplies away from us if we did not sell our land. We had to sell. Today we are divided into three different places. The only land left for us is the Badlands. We

can only look to the white man for help.

"It brings me great pain to tell you this, young Sioux. You must go back to your schools tomorrow. Remember your past. Look toward a day when you can tell your children that it is exciting to be a Sioux."

Adapted from: Joseph B. Hurst and Mary Friend Adams, The Americas, (Unpublished manuscript), 1974.

SM-V-3
Springboard #2

CURRENT FACTS ABOUT AMERICAN INDIANS

Number: 792,730

Tribes: About a third are either Navajo, Cherokee, Sioux or Chippewa. The Navajo tribe, making up 13 percent of all Indians, is the biggest.

Location: About half live in the west, a fourth in the south. Oklahoma, Arizona, California, New Mexico and North Carolina have the largest Indian populations.

Dwelling: More than half - 55 percent - live in rural areas, largely on reservations.

Income: Indian median family income is $5,832 while median U. S. average is $11,200.

Life Expectancy: Indians are expected to live until age 64 on the average while the average American is expected to live until age 71.

Infant Mortality: Twenty-four percent more Indian babies die by their first birthday than the average American baby.

Unemployment: Forty (40) percent of all Indians on reservations above age 16 are unemployed compared to 7-8 percent of the average American.

Source: Census Bureau, Department of Interior, Office of Management and Budget

Adapted from: "Real Goals of the Restless Indians." U. S. News and World Report. April 2, 1973.

TM-V-4

GOAL:

To examine the distribution of the blacks after the Civil War and the role they played in the westward migrations.

OBJECTIVES:

1. To examine the distribution of a minority group of people and hypothesize reasons why these people are concentrated in one area.

2. To describe the conditions of a period that would enable a minority group of people to migrate.

3. To examine different roles blacks played in the west during the last half of the nineteenth century.

HYPOTHESES:

1. If a group of people is considered to be the property of a more powerful group of people, then the former group may not have freedom of movement from one area to another.

2. If laws make chattel slavery illegal, the group of people who are slaves may have more freedom of movement.

3. If a group of people share a common culture they may move to an area where others share this common culture.

4. If a group of people perceive an area to have more economic, political and social opportunities than the area in which they live, then they may move to that area.

BACKGROUND INFORMATION:

The first three days of this unit focus on the effects of the white man's migration to the west and its effect on the people and resources already there. Black people were also involved in this migration. Today's lesson focuses on the participation of blacks in the settlement of the west.

The 1860's were turbulent years for the United States. A Civil War was fought that brought changes in the social, economic and political

system of the U.S. As a result of this war, chattel slavery was made illegal in the U. S. Since slavery was economically tied to the plantation system of the south, most of the blacks lived in the south. Free blacks lived in all parts of the United States but they represented only a small total of the black population before the Civil War. With the Emancipation Proclamation and Reconstruction most blacks had their first opportunity to choose where they wanted to live. The black migration from the south began.

At first many blacks went west to escape political, social and economic persecution in the south. Black organizations were set up in the south to encourage this migration. Also, blacks who were in the army were sent west. Finally, many blacks went west for the same reasons other pioneers went; to seek their fortune in gold and silver, or to get free or cheap land to farm. This session focuses on these aspects of black migration in the 1870's and 1880's.

MATERIALS AND EQUIPMENT NEEDED:

..Class copies of Springboard #1 (Distribution of Blacks in 1870)
..Colored pencils
..Class copies of the tape transcript
..Tape recording of "Blacks in the West"
..Slides of "Blacks in the West"
..Tape recorder
..Slide projector

PROCEDURES:

I. The teacher should give each student a copy of Springboard #1 (Distribution of Black Population in 1870) and colored pencils. The teacher should explain the four groups of percentages on Springboard #1

(Distribution of Blacks in 1870) and the students should shade in the state with the suggested color for that percentage. The percentage represents the ratio of blacks to whites within each state. After the students finish the exercise the following questions may be used as a basis for discussion.

WHAT DID YOU FIND OUT?

1. Where were most of the blacks in 1876?
2. What areas of the United States had the least number of blacks?

WHAT DO YOU THINK?

1. Why were most of the blacks living in the south in 1870?
2. Were very many blacks able to move from one state to another before 1870? Why or why not? Shouldn't people be able to move anytime they want to?
3. What happened in the United States in the 1860's that might change the blacks' status? Explain.
4. If an area had a war fought on its soil, what do you think living conditions for everyone would be like? Would the living conditions be worse for any particular group of people? Explain.
5. What particular problems would the blacks have in adjusting to their new status as Freedmen? What would they have to do to resolve these problems?
6. Do you think many blacks would want to move? What reasons might they have other than those of the white pioneers who migrated during this period?
7. If you were a black person planning to move west in 1870 what unique problems might you have that a white pioneer would not have?
8. Do any groups of people today have problems similar to those faced by blacks in 1870?

II. The teacher should show the students the slides while a tape

explaining the slides is playing. This slide presentation is an attempt to give the students an overview of the black migration to the west and the varied occupations blacks were engaged in after they were there. After the presentation the teacher should go back to the beginning and may use the following questions as a guide in discussing each slide. The teacher may refer back to a particular slide mentioned in the question during the discussion.

WHAT DO YOU THINK? (Slides 1 and 2)

1. If you were a black living in the south, what would you see in these posters that would make you want to go west? Do you see anything that would stop you from leaving?
2. If many of these signs were passed out in the south how do you think it would affect black migration?
3. What are the posters not telling you about the west?

(Slides 4 and 5, 6 and 7)

1. By looking at this painting, did black people who were going to Kansas seem to have much money? Explain.
2. What problems could you foresee the new "Exodusters" having in adjusting to Kansas's climate and soil? What kind of farming and weather were most southern blacks used to?

(Slides 9, 10 and 11)

1. If you were a black person in 1870 why would you want to move to Nicodemus, Boley or Langston? Why or why not?
2. What advantages do you feel the all-black towns would have over other towns?
3. Would you like to move there today? Why or why not?

(Slides 13-24)

1. What were some of the other roles black Americans played in the west?

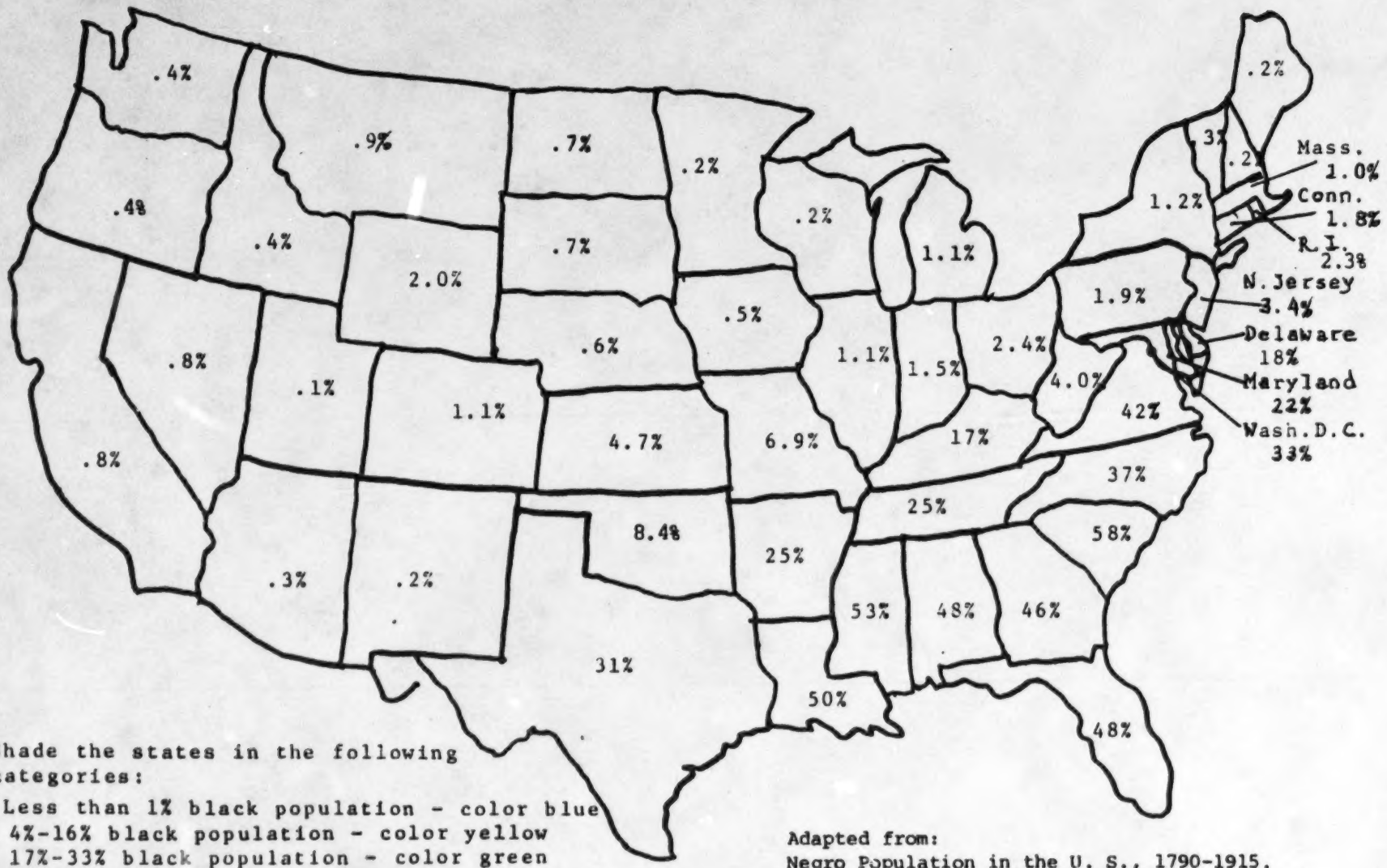
2. Why did these blacks go west? Were they "pushed" or "pulled"? Explain your answer.

3. If many blacks moved west, what would this do to the distribution of the blacks in the country? Explain.

4. Where do **most** blacks live today?

SM-V-4
Springboard #1

THE DISTRIBUTION OF THE BLACKS WITHIN EACH STATE IN 1870



Shade the states in the following categories:

Less than 1% black population - color blue
4%-16% black population - color yellow
17%-33% black population - color green
34%-58% black population - color red

Adapted from:
Negro Population in the U. S., 1790-1915. 1918.

SM-V-4
Springboard #2

SLIDES

Slide #1

Henry Adams and Pap Singleton organized a Real Estate Association to encourage the freedmen in the south to go to Kansas. They organized associations in many southern states and handed out notices like this one.

Slide #2

This poster was passed out in the Nashville, Tennessee, area in 1878. So many blacks left the south during this era that it became know as the "Exodus of 1879". In one year an estimated 20,000-40,000 penniless and ragged black men, women and children reached Kansas.

Slide #3

This is Benjamin "Pap" Singleton who organized the exodus to Kansas. He was an ex-slave from Tennessee who had fled slavery twelve times before he successfully made it across the Canadian border. Since 1870 he had been working on the exodus and he often told people that he was the whole cause of the Kansas migration.

Slide #4

This painting shows some of the black people leaving the south and beginning the journey to Kansas. Many made the slow walk up the Chisholm Trail.

Slide #5

Other black people went to Kansas by river boats on the Mississippi River. This painting shows one particular boat that is leaving Vicksburg, Mississippi, with a boatload of "exodusters".

Slide #6

Once blacks arrived in Kansas many had no place to go. In Topeka, Kansas, Floral Hall was set up as a temporary residence for the new black immigrants.

Slide #7

In another view of Floral Hall, the black migrants are holding religious services. Many "exodusters" faced serious problems. To aid the newcomers, Kansas residents collected over a hundred thousand dollars for relief. One-fourth of the aid came from English sympathizers in the form of _____. Philip D. Armour after a personal tour of Wyandotte, Kansas, collected twelve hundred dollars in donations from Chicago industrialists and together with beef from his meat-packing plant, sent it on to the black refugees.

Slide #8

This slide shows a black family posing outside their sod house in the late 1880's. Within a few years the black migrants had purchased twenty thousand acres of land and built three hundred homes.

Slide #9

As well as settling throughout the west, certain groups of blacks organized all black communities. This slide shows a circular one such group printed up and passed around to many southern blacks urging them to settle in Nicodemus. In Nicodemus the only black settlement in Kansas today, the settlers spent their first winter in dugouts and were unable to build their first homes until the following spring. Shortly afterward, they were struck by repeated crop failures and finally had their crops blown away by a searing wind that left the rest of Kansas untouched.

Slide #10

This poem was written about another all-black town, Boley, Oklahoma. It had eighty acres of land and four thousand residents, the tallest building between Oklahoma City and Okmulgee. Even more important it could state that black people ran the government and that half of its high school students went on to college.

Slide #11

Edwin McCane purchased 320 acres of land in Oklahoma and set up Sangston City, another all black community. He sent agents into the Deep South to recruit prospective black settlers. This statement brings out early life in Langston.

Slide #12

This picture is of Edwin McCane who organized the black town of Langston and tried to make Oklahoma a black state. He was also the first black man to hold political office in the west as the state auditor of both Kansas and Oklahoma.

Slide #13

Other blacks in the west were sent there by the United States government to prevent armed conflict between the settlers and the Indians. Four black regiments, the ninth and tenth cavalry and the twenty-fourth and twenty-fifth infantry, were stationed there. This picture shows a group of the twenty-fourth infantry.

Slide #14

In this picture the buffalo soldiers are shown with their white officer. Their Indian adversaries were intrigued by their short, curled hair and comparing them to an animal they considered sacred named them the "buffalo soldiers".

Slide #15

The troopers of the ninth and tenth cavalry regiments comprised 20 percent of the U. S. Cavalry in the west. Their white scouts included Kit Carson and Wild Bill Hickock.

Slide #16

In the 1890's a company of the ninth cavalry rode 100 miles and took part in two fights in thirty hours to relieve the famous seventh cavalry. The company commander, Captain Dodge, earned the Medal of Honor and his action was immortalized in the Frederic Remington drawing "Captain Dodge's Colored Troops to the Rescue."

Slide #17

One of the hardest hitting and most decorated military units was a group of black Indians known as the "Seminole Negro Indian Scouts". These scouts were descendents of slave runaways who had fled the southern states and settled among the Seminole Tribes in Florida before the Civil War. These black Indians were moved westward under President Andrew

Slide #17, continued —

Jackson's Indian Removal Policy. In 1870 the U. S. Army, desperate for scouts, promised these black Indians food and land if they would serve as U. S. Army scouts. In twelve major engagements they never lost a man in battle nor did they have one seriously wounded.

Slide #18

Other blacks in the west held many various jobs. One famous cowboy was Nat Lone or as he was better known, Deadwood Dick. He was born as a slave in 1854 and went west in the period following the Civil War. In 1907 he wrote an autobiography that described his many adventures on the frontier. He claims he was adopted by an Indian tribe, rode one hundred miles in twelve hours on an unsaddled horse, and tried to rope and steal a United States Army cannon. His good friend, Bat Masterson, got him out of that scrape. In 1876 he entered a rodeo at Deadwood City in the Dakota Territory. He won several roping and shotting contests and reported that "right there the assembled crowd named me Deadwood Dick and proclaimed me champion roper of the western cattle country".

Slide #19

Cherokee Bill is another famous black cowboy. His father was a member of the famed tenth cavalry. He became a scout with the Cherokee nation and then with the Creek and Seminole nations. In 1894, he joined the Cook brothers' outlaw gang. A month before he was twenty he was caught and sentenced to die for his crimes by the famous "hanging judge", Judge Parker of Arkansas.

Slide #20

Isom Dart was a former slave who went west after the Civil War and worked as a rodeo clown. In his life time he was a rustler, prospector and bronco buster.

Slide #21

Mary Fields was another former slave who went west. She carried the U.S. mail and earned the reputation for delivering letters regardless of the weather or terrain.

Slide #22

Many Americans read about the famous cowboys and their heroic adventures through 5¢ weeklies that were published in the United States. One such magazine featured the story of Arizona Joe, a black Indian scout.

Slide #23

One black American who made a lot of money in the west was Barney Ford. This is a picture of the hotel he owned in Denver, Colorado. Ford had a number of business adventures. He built and ran two hotels at Cheyenne and Denver that catered to Presidents and prospectors and had a reputation as far east as Chicago for "the squarest meal between two oceans."

Slide #24

This advertisement for Ford's saloon, restaurant and barber shop was published in the Rocky Mountain news in 1863.

Slides taken from and narrative adapted from: William Loren Katz, The Black West, Anchor Press, 1973.

TM-V-5

GOAL:

To evaluate student learning and reinforce conceptual understanding of population change and its effects in the west during the latter half of the 19th century.

OBJECTIVES:

1. The student will develop a Western Newspaper to reinforce the concept of population change.

2. The students will examine their own values about population change in the west by evaluating the different aspects and content of the newspaper.

MATERIALS AND EQUIPMENT NEEDED:

..Paper
..Colored pencils
..Rulers
..Scissors — dittoes
..Class copies of the newspaper

PROCEDURES:

I. This activity involves the entire class in a project of creating a newspaper. The class should pretend that they are citizens of a western town in the 1880's and that they are the staff of the town's newspaper. The teacher should allow the students to choose their individual tasks from the suggested list (see Springboard #1). Roles may be added or deleted to the list as deemed necessary by the class. Although some students may want to further investigate their topic, the students should have enough material from Days 1-4 to complete their assignments. Each assignment should focus on an aspect of population change that has been discussed. A few suggested tasks or topics are listed below.

Suggested Tasks:

1. Headlines and article
   examples:
   "Buffalo Hunters Needed to Clear the Tracks"
   "Thousands of People Are Moving to Our State"
   "Gold Is Discovered Only 10 Miles Away"

2. Lead articles
   examples:
   "Indians Kill Five Buffalo Soldiers"
   "Twenty Black Families Homestead Nearby"

3. Advertisements
   examples:
   Mail order brides
   Buffalo guns
   Farming equipment
   Railroad trips
   Join the cavalry
   Hotels, saloons
   Buffalo meat, robes, hides

4. Cartoon
   example:
   Political cartoon showing the mistreatment of the Indian or buffalo

5. Editorial
   examples:
   "The Buffalo Are a Nuisance to Our Progress"
   "We Need to Protect Ourselves from the Savage Indians"
   "Territory Needs to Provide for New Migrants"

6. Letters-to-the-editor
   example:
   The student should state his individual opinion about any aspect of population change in the west.

7. Want-ads
   examples:
   Railroad engineer
   Gold miner
   Buffalo hunter
   Indian agent
   Indian scout

8. Comic strip
   example:
   The student can create a comic strip that deals with population change in the West.

II. After the students choose their tasks and complete them, the teacher may have the students arrange the material in Newspaper form on dittos and have class copies of the newspaper run off for each student. The teacher might ask the students to evaluate the different parts of the newspaper to determine whether or not he agrees with the various parts. If more than one class completes the project the teacher might want to have each class read the projects of the other classes.

SM-V-5
Springboard #1

PRODUCING A NEWSPAPER

Pretend you are a citizen in a western town in 1880. As a member of your community you are going to create a town newspaper. From the list below choose a task on the newspaper that you would most like to do. Each item in the newspaper deals with an aspect of population change we've studied in the past four days. You may use any material on population change in the West to create your individual article.

Suggested Tasks:

1. Headlines and article
   example:
   "Buffalo Hunters Needed to Clear the Tracks"
   "Thousands of People Are Moving to Our State"
   "Gold Is Discovered Only 10 Miles Away"

2. Lead articles
   examples:
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   examples:

   Railroad engineer
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   Indian agent
   Indian scout

8. Comic strip
   example:

   The student can create a comic strip that deals with population change in the West.